

VOL. II. No. 4

DECEMBER, 1902

THE APPLIED-ARTS BOOK

The Voice of The
Applied-Arts-Guild
Worcester
Mass.



CONTENTS

The Christmas Story
Blackboard Drawing
Mechanical Drawing

December Outline
Supplement—
Christmas Pictures



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Was exhausted one month after it was printed. To meet the extraordinary demand for this number we have had a second edition printed as an accommo-
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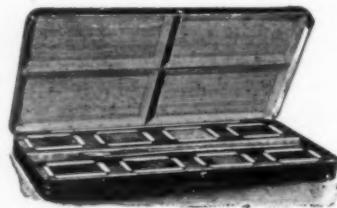


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Blackboard Drawing.	By Frederic Whitney
Mechanical Drawing.	By W. J. Edwards
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Supplement. Christmas Pictures.	

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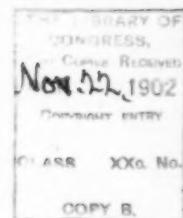
THE CHRISTMAS STORY.



LONG time ago there lived a very great King named Caesar Augustus. He was so great and so powerful that he thought he ruled the whole world. Anyhow he made up his mind to find out just how many people he did rule, and to get every one of them to give him a quarter of a dollar for being so great and so good a King! So it came to pass in those days that there went out a decree from Caesar Augustus that all the world should be taxed.

In a distant province of his great empire there lived a peculiar people whose country was called Palestine. These people were proud of what their fathers and grandfathers and great-grandfathers had done and were careful to keep records of everything. They had kept family records for so long that nobody could tell just when they began to keep them. No man ever forgot to what family he belonged nor in what town he was born.

When Caesar's census man began to think about making his list of the people in Palestine he remembered what a peculiar people he had to deal with and he concluded to do a strange thing. Instead of



going from house to house and from place to place as census takers do in our day, he made every man go to the town where he was born and register his name there. Just imagine what a bother that would be in America—everybody to pack up and travel to the place where he was born to tell his name to the census taker! Well it made busy times in Palestine nineteen hundred and two years ago. People all over the country made up little bundles of food and clothing and started off for the place where they were born. Most of them had to walk, for there were no railroads or electric cars in those days, but some of the more fortunate ones rode donkey back.

In this country of Palestine lived a carpenter named Joseph, with his wife Mary, in a town called Nazareth, but he was born in Bethlehem, seventy-five miles away to the south. Joseph owned a donkey. When he heard about the plans of Caesar Augustus and his census taker, he did up his little bundle, got his donkey ready for Mary to ride, and early one fine morning, taking the halter rope in his hand, off they started for Bethlehem town.

At first they enjoyed the fresh air and the bright sunshine very much. There were no flowers blooming along the way for it was winter. There were no birds to sing to them, but their own hearts were glad, for they loved each other dearly, and loved God for his goodness, and loved their native land full of towns and farms and friends. But the jour-

ney was long and they grew tired, and to make matters worse, when at last they reached Bethlehem, late at night, they found the hotel already full of people. Joseph begged to be let in. He told the keeper how far they had come, and how much his wife needed rest. Wasn't there room for Mary? He and the donkey could manage somehow. No, there wasn't room for even one more, there was no room for them in the inn. Meanwhile Mary had slipped off the donkey and was kneeling upon the stones of the street, praying. She could go no farther. "You can go to the stable and sleep there on the hay," the inn-keeper shouted from his chamber window. "That will do," said Mary, "that will do," and to the stable they went.

* * * * *

And there were in the same country shepherds abiding in the field, keeping watch over their flock by night. And along towards midnight they were startled by the most wonderful thing human eyes ever saw. For, lo, the angel of the Lord came upon them, and the glory of the Lord shone round about them; and they were sore afraid. And the angel said unto them, Fear not: for, behold, I bring you good tidings of great joy, which shall be to all people. For unto you is born this day in the city of David, a Saviour, which is Christ the Lord. And suddenly there was with the angel a multitude of the heavenly host praising God and saying, Glory

to God in the highest, and on earth peace, good will to men.

While the shepherds watched and wondered the music grew fainter and fainter as the heavenly host went back to heaven. The glory of the Lord went with them until it looked like only a new bright star in the great sky.

Now the city of David was Bethlehem, close by, just upon the hill there above them; and when the shepherds could think to speak, the first words they said were, Let us now go even unto Bethlehem and see this thing which is come to pass, which the Lord hath made known unto us. So to Bethlehem they went.

The town had a great wall around it, and at night the gates in the wall were shut. The shepherds came in haste to one of the gates and pounded on the door with the butt-ends of their crooks so loudly that the dogs in the streets began to bark. "Let us in," they said, "to see the Wonderful Child." "You may come in," replied the sleepy porter, "but there is no wonderful child in this town. What do you mean?" The shepherds told the porter the vision. "Come to think of it," said he, "I did see a bright shooting star a while ago. It seemed to hang in the air a moment over there in the direction of the inn."

The shepherds rushed to the inn and aroused the landlord. No, he had seen nothing, he knew nothing about angels or new born children. Why

should he be disturbed in the middle of the night? But just then his wife said "I was awakened just after midnight by singing. I looked out the window, but could see no one. But right over our stable I saw a ball of fire in the sky making the night as bright as day." "We will look in the stable," said the shepherds.

To the stable they went, and there lying in a manger, with Mary his mother, and Joseph, they saw a new little baby, so sweet, so beautiful, that they knew at once that He was the Wonderful Child.

* * * * *

Out in the desert to the eastward of Palestine there were other men who had seen a moving star that night, and some time afterwards they came to Bethlehem to find the Wonderful Child. The star which they saw in the east went before them, till it came and stood over where the young child was. When they saw the star they rejoiced with exceeding great joy. And when they were come into the house they saw the young child with Mary his mother, and fell down, and worshipped him; and when they had opened their treasures they presented unto him gifts; gold, and frankincense, and myrrh, the gifts of the wise and wealthy to Kings. And Mary kept all these things and pondered them in her heart.

It is the picture of this little child, Jesus, which all the great artists have tried to paint; but no one

ever painted him half so wonderful as he was. It is the birthday of this little child which is celebrated all over the round world at Christmas time, with lights because the star told of his coming, with songs because angels sang at his birth, with gifts because the wise men gave gifts to him and because the Wonderful Child himself was God's gift to us—a gift of love.

Men have almost forgotten the great King who wanted all men to give him a gift, but men will never forget the night when the King of Kings gave his gift to all men.

HENRY TURNER BAILEY,
North Scituate, Mass.

BLACKBOARD DRAWING.

IV.



ERY soon we shall need a few drawings for the blackboard illustrating special days, seasons or occasions.

Thanksgiving stories are anticipated by the children, and Thanksgiving pictures as well. These old, old scenes, ever new, appeal to us all whether pupils or teachers. There is the settlement of New England, the first Thanksgiving, the harvest time, the family gathering, and numerous events which suggest illustration. In many schools there is the delightful custom of remembering some unfortunate family. The children bring to the school gifts of clothing, groceries, vegetables, etc., and assist the teacher in packing these good things, and great is their joy in giving.

Plate 15. This drawing will answer as an illustration of harvest time, or perhaps the gift itself to be packed and sent away. Our lesson in object drawing may be from these or similar objects. In this sketch a few vertical strokes give the background and box, similar curving strokes the barrel, and horizontal strokes the floor. The vegetables are drawn by using the suggestions found in No. 9, Plate 3. The kernels of corn are represented by the use of No. 10 on the same plate, using a very small piece of chalk, and the husks by using No. 5, No. 6,

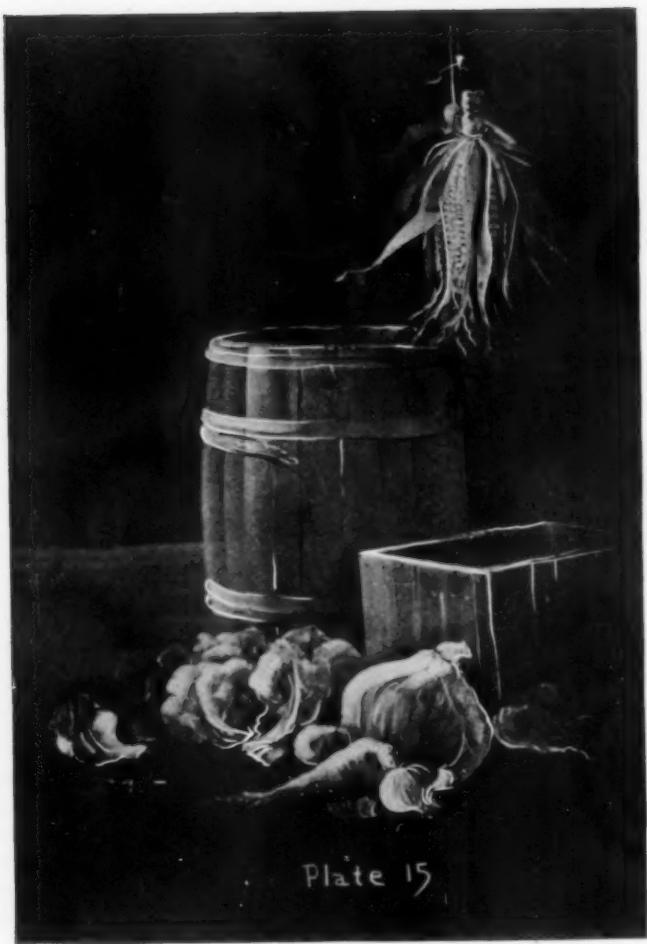


Plate 15



"I am so small so very small,
No one will care or know
How thick and green my needles are.
How true my branches grow."

Plate 16

and No. 7, Plate 2. The details are added with the point of the chalk, and charcoal is used in the shadows.

Christmas time of all seasons in the year is the one the children love, and there are innumerable stories and Christmas lessons for the little ones. Let me give you a few verses I heard in the first grade and the illustration used.

Christmas-day was coming, Christmas-eve drew near;
Fir-trees they were talking low, at midnight cold and clear,
And this is what the fir-tree said, all in the pale moonlight,
"Now which of us shall chosen be to grace the 'Holy Night'?"

The tall trees and the goodly trees raised each a lofty head,
In glad and secret confidence, tho' not a word they said,
But one, the baby of the band, could not restrain a sigh:
"You all will be approved," said he, "but oh, what chance have I?"
"I am so small, so very small, no one will mark or know
How thick and green my needles are, how true my branches grow;

Few toys or candles could I hold, but heart and
will are free,
And in my heart of hearts I know I am a Christ-
mas-tree."

The children told of the woodman who took his axe and started in search of a tree for his baby at home; of the delight of the little tree at being chosen, and the joy of the little daughter when she saw it arrayed and holding her Christmas gifts. The accompanying drawing will serve as an illustration for this story or as a sketch of the forest in winter.

Plate 16. In this sketch use the strokes suggested for illustrations No. 13, Plate 5, and No. 22, Plate 10. Use the side of the chalk, hardly touching the board and keeping the drawing very gray. Accent with a strong pressure the parts representing snow.

This is but one suggestion. There is the inevitable Christmas tree with the toys and gifts, Santa Claus with his bundle of gifts or going down the chimney, the fireplace with the stockings, all of which are quickly drawn in the manner given in previous sketches.

Washington's birthday brings to mind the stories of his life, and pictures may be found illustrating these incidents. One or two which all may see and discuss will prove valuable.



Plate 17

"I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills
Like that above"



Plate 18

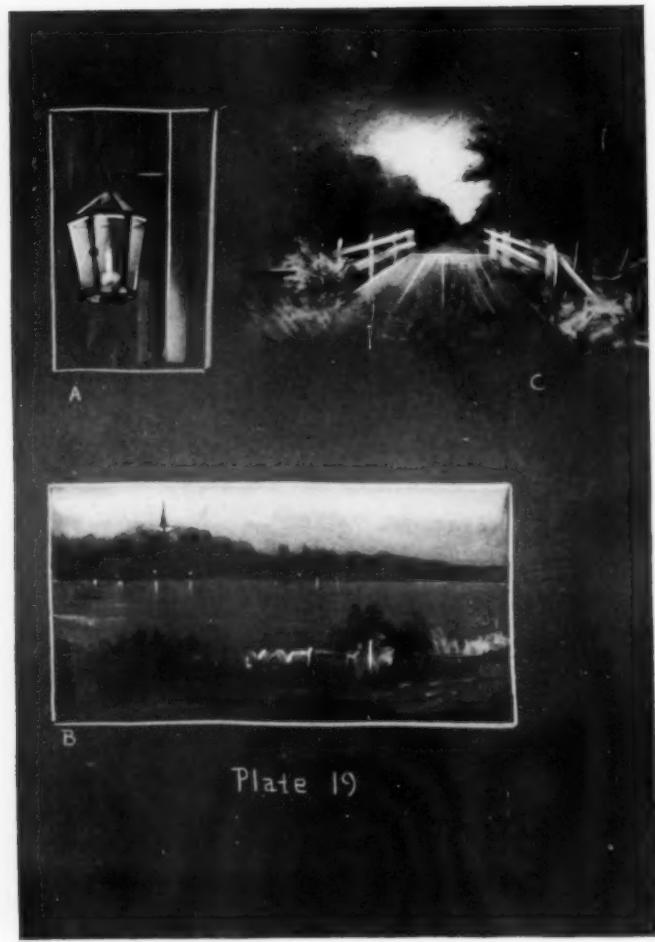


Plate 19



III

Plate 17 will show a few drawings which have been used to advantage.

- A. Near Washington's Birthplace.
- B. Mt. Vernon.
- C. An old Stage Coach.

In these the strokes used are evident.

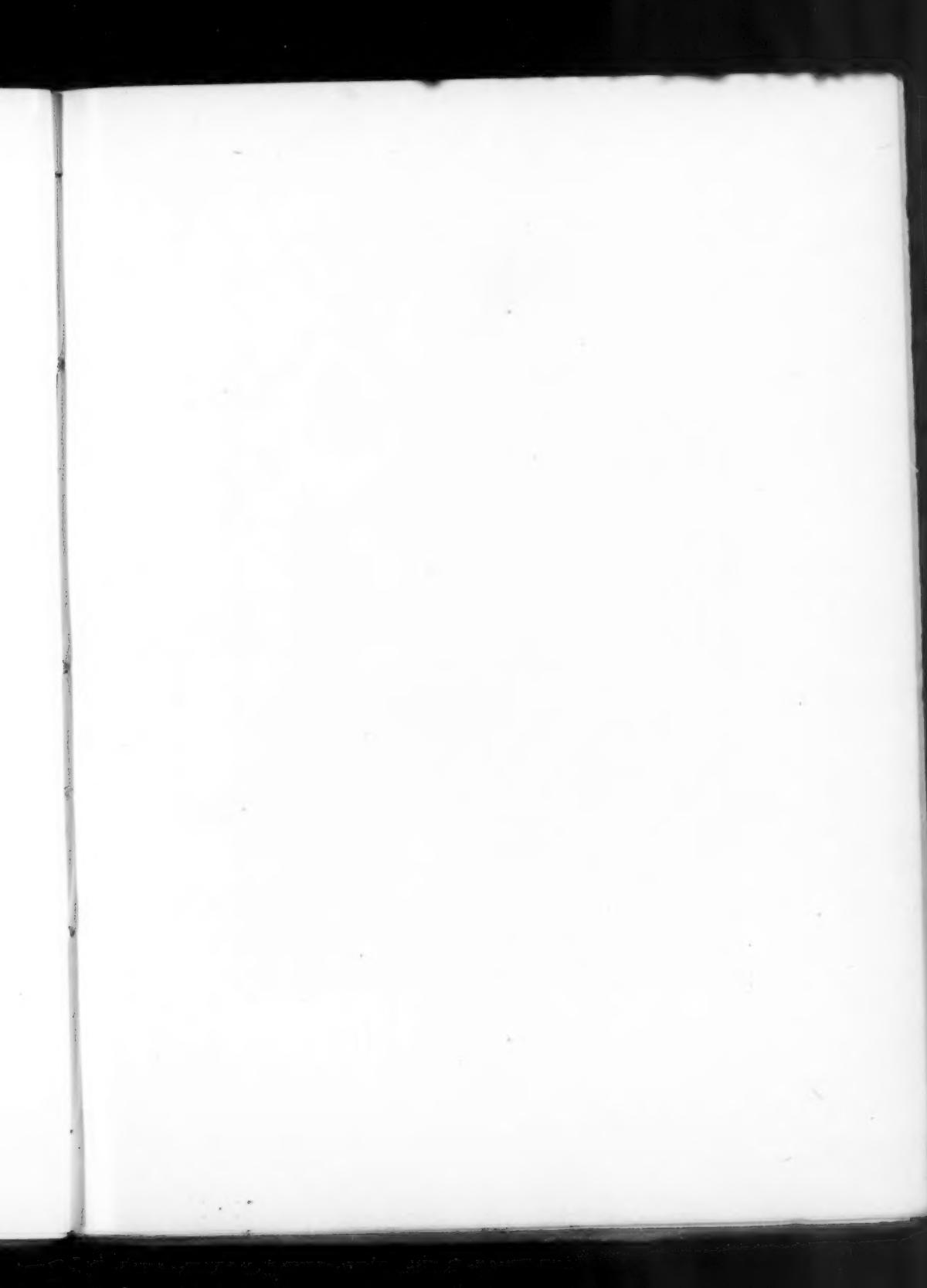
Again, Patriots' Day and Memorial Day present many ideas in regard to blackboard drawing and decoration, some of which are deplorable. I well remember one schoolroom which I visited and the drawings which were upon the boards. On one side was a sketch of a pyramid of cannon balls, next, several guns stacked, then two swords crossed at right angles.

On the other side was a cannon, a wreath of some sort around the stenciled portrait of a dead hero, a tombstone with an inscription, and so on about the room, everything suggesting war, misery, bloodshed and death.

Can we not find something other than these ideas with which to decorate our boards and bring to the thought of the children love of home and country, and a reverence for those who gave their lives for their protection?

I have seen Plate 18 used in a schoolroom and feel sure it performed its mission.

Plate 19 will perhaps suggest its use. In these drawings the board is hardly covered with either chalk or charcoal. In A about ten strokes of the chalk, and the charcoal outline, finish the drawing





"There was no room for them in the inn."
MERSON



"They presented unto Him gifts."
MALDINI



"They came with haste and found the babe."
CORREGGIO



"The angel of the Lord came upon them."
PLOCKHÖRST



of the lantern. B is done almost entirely with charcoal, the chalk being used only in a few gray tones and the touches of light in the distance. C is produced by using the chalk in horizontal strokes, wiping out the trees with a cloth. A few touches of charcoal will give the foliage, and the bridge is added with simple strokes with the side of the chalk.

Plate 20. This was taken from a Kindergarten room in which the children were celebrating Froebel's birthday. The drawings upon this plate were made by the use of the simple strokes given or suggested in the first two papers on blackboard work.

There are other days of local interest which are celebrated in various localities and the grade teacher will find the use of illustrations will appeal to the children, hold their interest and impress upon them a central thought in the lesson.

Whether teaching drawing or some other study in the curriculum the teacher's aim is to make her work effective, and she will find the use of blackboard illustration invaluable should she once try it.

FREDERICK WHITNEY,
Salem, Mass.

MECHANICAL DRAWING.

I.



THE OUTFIT.

It is important that the pupil in mechanical drawing should have a good outfit; a poor one prevents him from doing his best work, and is a constant source of annoyance.

The number of instruments used by the pupil must of necessity be limited to a few. A brief description of these instruments may help some teachers.

A light board having a smooth surface and the left edge perfectly straight will serve as a drawing board. It should be somewhat larger than the paper that is to be used upon it. The most convenient size for schools is 10 in. by 13 in., which is suitable for the regular 9 in. by 12 in. paper. It is not necessary that the corners of the board should be exact right angles, the T-square being used on one edge of the board only.

The chief requisites in a good T-square are: that the blade be securely fastened at right angles to the head; that the inside edge of the head be perfectly straight; that the upper or ruling edge of the blade be perfectly smooth and straight, and free from all nicks and rough places. The blade should be long enough to reach across the longest way of the board.

There are two triangles needed. One triangle has one 90-degree angle and two 45-degree angles, the other has one 90-degree angle and one 60-degree and one 30-degree angle. Since the triangles are to be used for ruling, all edges should be smooth and straight.

It is not economy to buy cheap compasses, as they soon get out of order. Compasses consist of a head and two legs. The joint (A, Fig. 3) at the head is important. It should hold the legs firmly and securely in any position, so that in going over a circle several times only one line will result. The joint should never be so tight that much pressure is required to move the legs.

One leg of the compasses is provided with a needle point; the other leg has an arrangement for holding a pencil. It is important that the needle point should have a shoulder (B, Fig. 3), as it prevents the making of holes in the paper. The leg which is intended for the pencil should hold it firmly.

Two grades of pencils should be used, a hard one for drawing and a softer one for lettering. A pencil pointer can be made by gluing a narrow strip of fine sandpaper on a small piece of wood.

A good quality eraser rubber is necessary. The ruler should have a beveled edge and be divided into 1-16 inches. Thumb tacks are used for securing the paper to the board; four in number.

NOTE. A Combination Drawing Kit, consisting of drawing board, T-square and triangles, can be obtained of any dealer in school supplies.

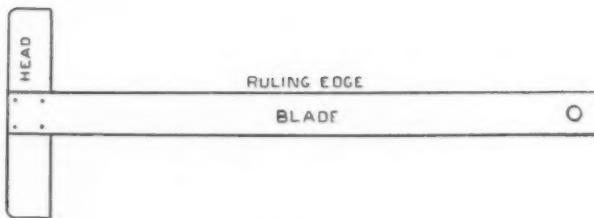


Figure 1.

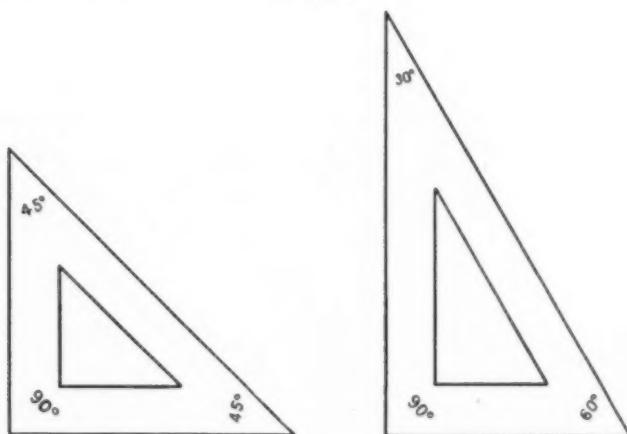


Figure 2.

Without proper care the best of materials are quickly spoiled. The children should be taught to handle all material with great care, and should be held responsible for the condition of their own tools.

THE USE OF INSTRUMENTS.

Fasten the paper to the board by means of thumb tacks, one on each corner, pressing down

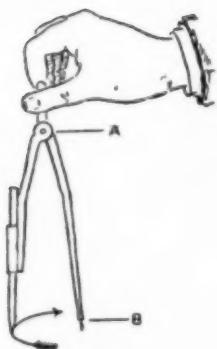
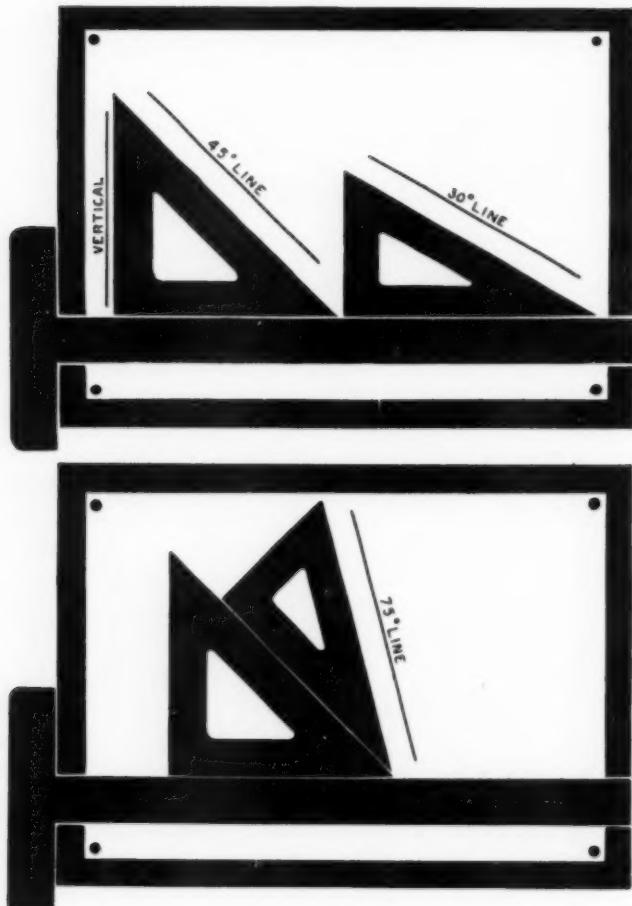


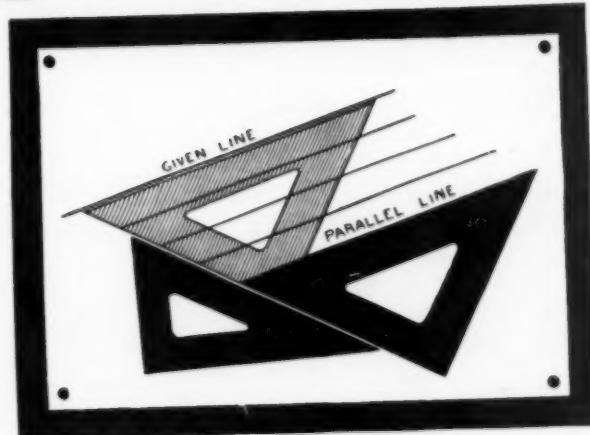
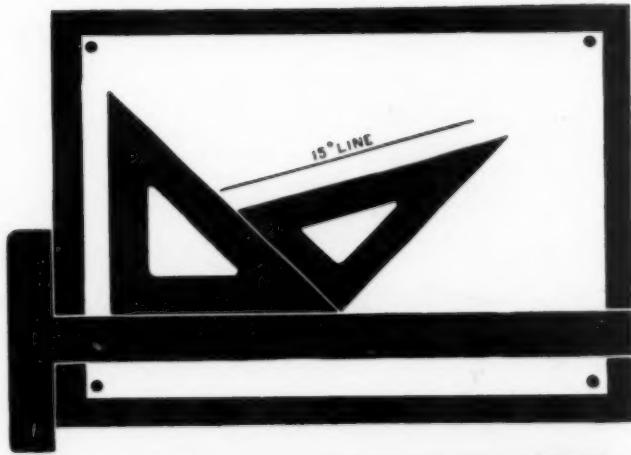
Figure 3.

until the heads are flush with the paper. Insert a tack in one corner, make the paper square with the board by means of the T-square, and insert the remaining tacks. A tack can be temporarily removed when it interferes with the work.

The character of the work is greatly influenced by the condition in which a pupil keeps his pencil. It is impossible to do accurate work with a dull point. The hard pencil, which is used for ruling, should have its lead sharpened wedge shaped. The soft pencil, used for lettering, should have a round point. The pencil pointer will be of great assistance in keeping the pencils in good condition. Lines are drawn with the flat side of the pencil pressed lightly against the ruling-edge, the pencil itself being held nearly vertical. The lines should be so close to the ruling-edge that they are scarcely



Figures 4 and 5.



Figures 6 and 7.

seen until the edge is moved away. The pencil should always be drawn, not pushed.

The T-square should be used for ruling horizontal lines only, always holding the head against the left-hand edge of the board. Horizontal lines are drawn from left to right. Any number of horizontal lines may be drawn by sliding the T-square up or down. Do not use the lower edge of the blade.

The triangles are used for ruling straight lines other than horizontal lines, for drawing parallel lines, for erecting a line perpendicular to another line at any given point, and for drawing lines at certain angles to the horizontal.

Vertical lines may be drawn with either triangle, placing a short side against the T-square.

By placing one edge of the 30-degree angle of the triangle against the T-square a 30-degree line can be drawn in four directions from any given point. By using the other angles, 45-degree and 60-degree lines can likewise be drawn. By combining the two triangles 15-degree and 75-degree lines can be drawn. See illustrations 5 and 6.

To draw one or more lines parallel to a given line: Make any edge of one of the triangles coincide with the given line and bring an edge of a second triangle into perfect contact with one of the two edges of the first triangle. Hold the first triangle perfectly stationary and slide the second triangle upon it. Figure 6.

To erect a perpendicular to any line at any given point: Make one edge of the right angle coincide with the given line. Bring the edge of the second triangle into perfect contact with the hypotenuse edge of the first triangle. Slide the first triangle upon the second, as indicated in illustration 8.

Various other uses to which the triangle may be put will occur to the pupil after he becomes accustomed to working with them.

Before using the compasses they should be carefully adjusted. After sharpening the pencil point wedge shaped, set the pencil and needle point so that they are even when the compasses are closed. In using compasses, hold the handle rather loosely between the thumb and forefinger, and let it roll between the two during rotation. Let the compasses lean a little in the direction of rotation which should be in the same direction as the hands of a clock move. See Figure 3.

The ruler should be used for measuring only, never as a straight edge. Pupils should be able to take measurements from the middle of the ruler as well as from the ends.

CONVENTIONAL LINES.

Various kinds of lines are used in mechanical drawing:—

The visible parts of an object are represented by full black lines. Figure 9, a.

Invisible edges or parts that are hidden, are represented by dash lines, the dashes being about

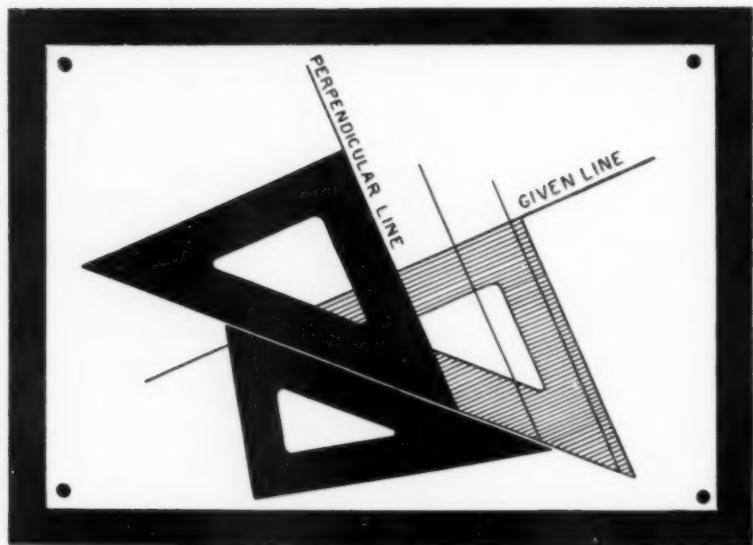


Figure 8.

one-eighth of an inch long; the spaces between them should be as short as possible and still have the dashes distinct from each other. Figure 9, b.

Construction lines and connecting lines should be lighter and more delicate than invisible lines, consisting of little dashes as short and fine as can be well made. Figure 9, c.

The axis of a figure should be drawn with short and long dashes alternating; the long dashes should be a little more than one-eighth of an inch long, the short dashes a little less than one-sixteenth of an inch long. Figure 9, d.

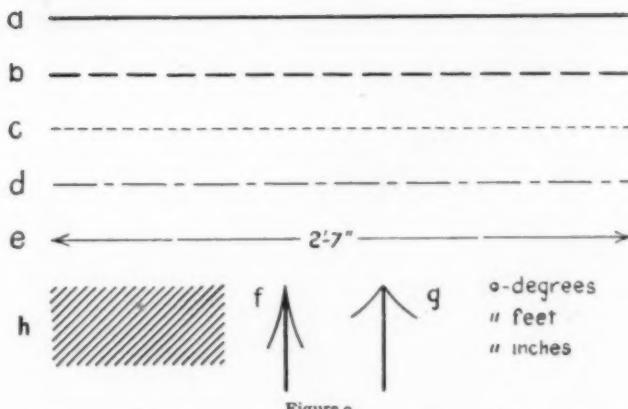


Figure 9.

Dimension lines are represented by light broken lines with arrow heads. The points of the arrow heads show the limits of the dimensions. The dimension line should be as long as the edge figured, so that the arrow points may exactly indicate the extreme limits of the edge measured, Figure 9, e. Arrow heads should be made like f and not like g in Figure 9.

When an object is cut in two by an imaginary plane, that part of the drawing representing the portion of the object cut is cross-lined with parallel lines called section lines. These lines are usually 45-degree lines in one direction or the other, drawn about one-sixteenth of an inch apart. The tendency on the part of the pupil is to make the lines too near together and the spaces unequal. Figure 9, h. Degrees, feet and inches are illustrated in Figure 9.

WILLIAM J. EDWARDS,

Malden, Mass.

AN APPROVED OUTLINE FOR DECEMBER WORK IN ALL GRADES.

PRIMARY.



IRST, Second and Third Years.—Begin preparations for Christmas. Select one or two pictures for study, as Correggio's "Holy Night" and Lerolle's or Muller's "Nativity." These may be mounted, and, with appropriate ornamental details, will be suitable for gifts. Try an illustrative sketch in colored crayon of Santa Claus in some commonly imagined position, a Christmas tree, or mantle with children hanging up their stockings. Draw pictures of things desired as Christmas gifts, so that Santa Claus could recognize them from the drawings.

INTERMEDIATE.

Fourth and Fifth Years.—Teach the meaning of some of the symbols employed in Christmas illustrative and constructive work, for example, circle, triangle, star, crosses, shields, etc. (See The Applied Arts Book for December, 1901.) Practice for accurate drawing of these symbols. Apply one of them with appropriate text in the making of a Christmas card. The pupils may if they wish purchase small-sized pictures,* and use with or in place of the

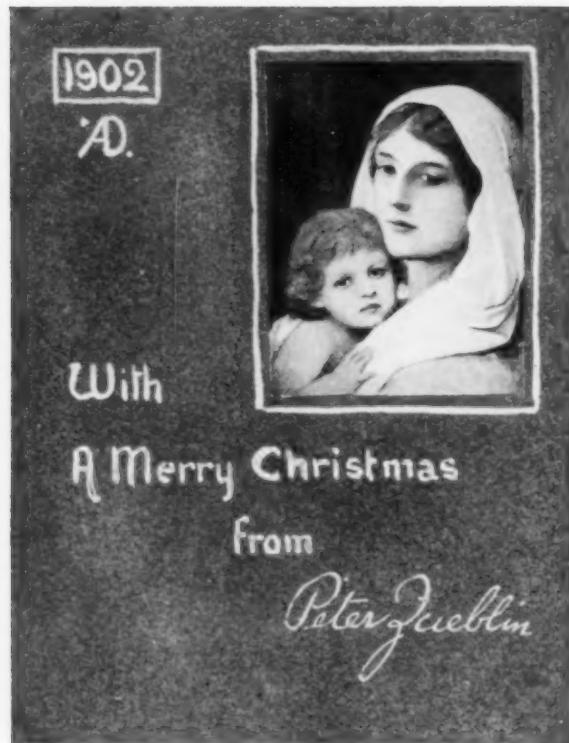
* Appropriate pictures are: Any of the Madonnas, The Prophets, Angel Heads, Christmas Chimes, The Magi, and the Shepherd pictures. Groups of pictures are interesting, like an Annunciation, a Nativity and an Adoration.



The Murillo. First Grade Sewing.

symbol. The lettering, the use of color, the balance of the elements in the design and the excellence of the workmanship all go to make a successful sheet.

Sixth Year.—Design a key rack, picture frame or letter holder which may be made from wood or



Christmas Card. Fourth or Fifth Grade.

from cardboard in the manual training classes. Make complete working drawings. Consider carefully fitness to purpose, proportion, variety, principality and subordination (dominant element).



Christmas Card. Outside border of evergreen or holly. Star—the light from on high. Heart—for the gift of love.



Inside pages of booklet. Ninth grade.

GRAMMAR.

Seventh, Eighth and Ninth Years.—Correlate the work in constructive design with the manual training. Make a design and a complete set of working drawings for one of the following objects: foot stool, knife box, small table, towel roller, book rack. Consider carefully fitness to purpose, proportion, variety, balance, principality and subordination of parts.

Picture study, a Madonna or other Christmas picture. Make a booklet containing a Madonna picture and a study of the same in writing.

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Second Prize, \$2.00.

Third and Fourth Prizes, The Applied Arts Book for One Year.

SUBJECTS. The drawing-room as a whole, or a part chosen to show an interesting corner, etc. This competition is limited to rooms used especially for drawing.

REPRODUCTIONS. No blue prints will be considered. Black and white prints are preferred. The photographs must be at least $3\frac{1}{4}$ by $4\frac{1}{4}$ inches in size. They may be mounted or not. They must be carefully packed for mailing, damaged prints cannot be accepted.

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SUBJECTS. The teacher's home workroom, library, study or den—the room of rooms for self-culture, arranged by the owner with this purpose in mind.

REPRODUCTIONS. No blue prints will be considered. Black and white prints are preferred. The photographs must be at least $3\frac{1}{2}$ by $4\frac{1}{4}$ inches in size. They may be mounted or not. They must be carefully packed for mailing, damaged prints cannot be accepted.

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